

# BRIDGING FLUENCY AND CONFIDENCE: PUBLIC SPEAKING CLINIC FOR EFL FEMALE UNIVERSITY STUDENTS

ASMA ABUMALIK

ASSISTANT PROFESSOR OF LINGUISTICS AT PRINCESS NOURAH BINT ABDULRAHMAN UNIVERSITY COLLEGE  
OF LANGUAGES / DEPARTMENT OF APPLIED LINGUISTICS

RIYADH / SAUDI ARABIA, EMAIL: [amabumalik@pnu.edu.sa](mailto:amabumalik@pnu.edu.sa), ORCID ID: <https://orcid.org/0009-0000-8122-0619>

## Abstract:

This study explores the experiences and perceptions of female English as a Foreign Language (EFL) university students concerning public speaking and examines the impact of a dedicated public speaking clinic on their skills and confidence. Employing a mixed-methods approach, the research integrates survey data from 110 students, interview insights from 15 participants, and systematic observations of clinic sessions. Key challenges identified include anxiety and a lack of confidence. Findings highlight the clinic's positive influence through structured practice, anxiety management, and a supportive environment. The study underscores the importance of public speaking for academic and career advancement. It also identifies key components for an effective public speaking clinic designed to bridge the gap between fluency and confidence. Recommendations advocate for enhanced clinic diversity and strategic integration of technology to optimize support for EFL students.

**Keywords:** EFL, Public Speaking, Public Speaking Clinic, Training Program, Public Speaking Anxiety, Confidence

## INTRODUCTION:

Public speaking is a pivotal skill for English as a Foreign Language (EFL) university students, as it profoundly impacts their academic and professional success. When engaging in public speaking, EFL university students often experience symptoms that impede the effectiveness of their communication, such as anxiety and self-doubt. Mastering public speaking not only enhances communication abilities but also fosters self-confidence, which is frequently lacking among students with limited English proficiency. Research indicates that many students perceive their speaking skills as a primary weakness, which can hinder their opportunities for further education and employment (Abdullah et al., 2024). Thus, developing public speaking skills is essential for these students to thrive in a globalized environment.

In recognition of the importance of public speaking skills, a public speaking course was introduced at the college of languages, specifically in the applied linguistics department, in 2017. This course significantly aided EFL students in developing these vital skills by teaching them how to properly write, structure, and deliver speeches, thereby minimizing anxiety associated with speaking English in public. Moreover, the course enabled students to express their opinions professionally, present and support their views effectively, and engage their audience. These skills are highly valued in the workplace, as they are often required for presentations, meetings, and interactions with colleagues and clients.

Building upon the recognition of public speaking as a crucial skill and the demonstrated benefits of dedicated public speaking instruction, a need emerged for more formalized training opportunities for EFL university students. In response to this need, a public speaking clinic was established in 2024 as part of the services provided by the Public Speaking Club at the college. This clinic aims to provide a safe and supportive environment where students can practice their skills, receive constructive and immediate feedback, and focus on specific areas for improvement. Furthermore, the clinic offers personalized coaching to address individual challenges, such as language barriers, shyness, low self-esteem, or speech anxiety, that commonly impede effective communication. By providing ongoing support and resources, the clinic aims to facilitate the continuous refinement of EFL students' public speaking abilities, thereby enhancing their preparedness for academic and professional success within English-speaking contexts.

This study investigates the experiences and perceptions of EFL female university students regarding English public speaking, focusing on the challenges they encounter and the potential of a public speaking clinic to mitigate these difficulties. It seeks to answer three key questions:

- 1- Why is public speaking considered a vital skill for EFL university students?
- 2- How can a public speaking clinic specifically address the challenges faced by these students in developing effective public speaking skills?

3- What key components should a public speaking clinic include to effectively support EFL university students in improving their public speaking abilities and confidence?

By addressing these questions, the study aims to contribute to the development of effective strategies for enhancing public speaking skills among EFL students, particularly females, thereby bridging the gap between fluency and confidence in public speaking.

## REVIEW OF LITERATURE:

The existing literature offers comprehensive insights into various aspects of public speaking, particularly in the context of English as a Foreign Language (EFL) learning. This review will focus on two main areas: strategies to improve public speaking skills and existing public speaking programs or clinics.

### 2.1 Studies on Strategies to Improve Public Speaking:

Research in this area has explored a wide range of strategies aimed at enhancing public speaking skills among EFL learners. These studies have identified key challenges faced by students and proposed various methods to overcome them. Ningrum & Listyani (2022) investigated the lack of self-confidence among Academic Speaking students and its impact on their speaking skills. They identified key causes of this deficiency, including fear of making mistakes, insufficient formal speaking practice, public speaking anxiety, and personal experiences. Students employed various strategies to address their self-confidence issues, such as practicing in front of mirrors, improving pronunciation, rehearsing with friends, mastering materials, taking notes, and watching YouTube videos.

Aqeel & Chung (2024) identified public speaking shortcomings and strategies for improvement, emphasizing audience engagement, reduction of filler words, use of vocal techniques, creation of speaking outlines, and effective body language. They also highlighted the importance of practicing pauses and varying presentation formats to enhance delivery, particularly in healthcare contexts.

Cahyandari et al. (2024) examined the types and causes of speech production errors in public speaking, emphasizing the importance of psycholinguistic understanding in addressing these errors. They proposed effective anticipation strategies, including thorough topic preparation, maintaining composure, focusing during delivery, and utilizing familiar vocabulary to enhance fluency and reduce disruptions during presentations.

Shi et al. (2024) highlighted the deficiency in public speaking skills among EFL learners at a Chinese university due to traditional education's focus on grammar and writing. Their study demonstrated the effectiveness of project-based learning in improving public speaking performance. Students engaged in project-based learning showed significant improvement in their speaking abilities compared to those exposed only to traditional English education without practical language use.

### 2.2 Public Speaking Programs or Clinics:

While some research has been conducted on public speaking programs and clinics, there is a notable gap in studies specifically addressing academic public speaking clinics for EFL students. This section will review existing literature on general public speaking programs and their effectiveness. Hamid & Pratama (2023) conducted a study on a training and coaching clinic aimed at enhancing teenagers' public speaking skills in the context of Society 5.0. Using the Participatory Action Research (PAR) method, they addressed the lack of self-confidence among youth, providing essential knowledge and practical experience in public speaking.

Herachwati et al. (2023) examined a two-day training program on public speaking for studentpreneurs, focusing on improving communication skills, enhancing knowledge of communication elements, understanding cultural factors, and addressing psychological aspects related to speaking. The study concluded that this training program significantly improved participants' confidence, delivery, and overall public speaking abilities.

Indrapuri et al. (2023) investigated a training program designed to enhance students' public speaking skills, particularly in influencing and motivating others in a professional context. The program included lectures, demonstrations, and interactive question-and-answer sessions to prepare students for effective communication in academic and future workplace environments in the 4.0 era.

In addition, McCarty (2025) highlights the Public Speaking Lab at the University of Florida, which serves students, faculty, and alumni by offering support in developing effective speaking skills across various academic disciplines. The lab's services include reviewing speech outlines, enhancing delivery techniques, preparing for thesis defenses, and addressing speech anxiety.

In conclusion, while the existing literature provides valuable insights into various aspects of public speaking and EFL learning, there remains a significant gap in research specifically addressing academic public speaking clinics for EFL students. This study aims to address this gap by exploring the unique challenges faced by this demographic and developing targeted strategies to enhance their public speaking skills. This research has the potential to contribute significantly to the field by providing empirical evidence on the effectiveness of an academic public speaking clinic for EFL female university students, potentially informing future educational practices and interventions in this area.

---

## METHODOLOGY:

### 3.1 Design of the study:

This study employed a mixed-methods design, integrating quantitative data from a survey questionnaire administered to 110 EFL female university students with qualitative data from interviews conducted with 15 students. Systematic observations of clinic sessions were also conducted. This approach was used to provide a comprehensive understanding of the impact of a public speaking clinic, measuring the extent to which students benefited from the clinic, quantifying the changes in their public speaking skills and exploring the students' experiences and perceptions in greater depth. This triangulation of methods allowed for a more robust and nuanced evaluation of the clinic's effectiveness.

### 3.2 Sample of the study:

The sample for this study consisted of female students enrolled in the Applied Linguistics Department at the College of Languages. These students were chosen to provide insights into the importance of English public speaking and their experiences with the public speaking clinic. Participants were surveyed on their views on the significance of public speaking and their perceived benefits from the clinic. The study included 110 EFL female university students who completed a questionnaire and 15 students, selected for their direct experience and perceived benefit from the public speaking clinic's services, who participated in individual interviews.

### 3.3 Data Collection:

To achieve the study's objectives, a mixed-methods approach was employed, combining quantitative and qualitative instruments. This strategy aimed to capture a holistic view of participants' experiences and perceptions regarding public speaking and the public speaking clinic for EFL female university students. The data collection process was structured into three key components: a questionnaire, interviews and observation.

#### 3.3.1 Questionnaire

A student survey was administered to 110 participants across beginner, intermediate, and advanced EFL proficiency levels. The survey included 12 multiple-choice questions focusing on:

1. Attitudes towards English public speaking
2. Views on the public speaking clinic as a training program
3. Overall expectations from the clinic

Conducted over three weeks via a web-based format, the survey facilitated efficient data collection and analysis. The data gathered will provide valuable insights into students' perceptions and inform improvements to the clinic's offerings

#### 3.3.2 Interviews

Face-to-face and virtual interviews were conducted with 15 EFL female university students, selected for their direct experiences with the public speaking clinic, to explore their perceptions and challenges. Each interview lasted approximately 7-10 minutes, providing rich qualitative insights into their expectations. The flexibility in questioning allowed the researcher to probe deeper into respondents' answers and identify emerging themes. Data from these interviews will be analyzed to capture the nuances of participants' experiences

#### 3.3.3 Observation

Systematic observations of the public speaking clinic sessions were conducted to collect data on the instructional environment and participant interactions. Key aspects monitored included:

- 1- **Session Dynamics:** The organization and flow of each session, including activity sequence and overall engagement.
- 2- **Participant Participation:** Levels of student engagement during discussions and activities, focusing on responsiveness and peer feedback.
- 3- **Instructional Techniques:** Teaching methods used by instructors, such as collaborative tasks and feedback mechanisms.

Field notes were taken during each session, with a second observer present to ensure data reliability. These observations provided qualitative insights that complemented the findings from the questionnaire and interviews, enhancing the understanding of the clinic's impact on students' public speaking skills.

## 4. DATA ANALYSIS:

This section presents the findings from the analysis of the questionnaire, interviews, and observational data. The aim is to explore participants' perceptions, motivations, and challenges related to English public speaking and the public speaking clinic. By integrating insights from these sources, the analysis addresses the key research questions of the study.

#### 4.1 Questionnaire

This section presents the findings from a questionnaire administered to 110 participants, designed to explore perceptions, motivations, challenges, and experiences related to English public speaking. The survey also probed participants' experiences with and expectations of the public speaking clinic. Notably, the term "training program" was employed instead of "clinic" due to some students' unfamiliarity with the latter term or lack of awareness of its existence. The analysis of the questionnaire responses yielded several key insights:

##### 1. Current Level of Study

The analysis of the participants' current level of study reveals a diverse distribution across academic levels. The largest groups were in Level 4 (29.1%,  $n = 32$ ) and Level 2 (24.5%,  $n = 27$ ), followed closely by Level 6 (22.7%,  $n = 25$ ). Level 8 represented 11.8% ( $n = 13$ ) of the sample, while Levels 7 and 1 had smaller representations at 5.5% ( $n = 6$ ) and 4.5% ( $n = 5$ ) respectively. Level 3 had minimal representation (1.8%,  $n = 2$ ), and notably, there were no participants from Level 5. This distribution indicates a predominance of intermediate to advanced students, suggesting varied educational experiences and potentially diverse needs in English public speaking skills across different academic stages.

##### 2. (Importance of English Public Speaking): How important do you think is English public speaking to your academic/career goals?

The data analysis reveals a significant trend in the participants' responses regarding the perceived importance of English public speaking for academic and career goals. An overwhelming majority of 85.5% ( $n = 94$ ) categorized it as "very important," while 11.8% ( $n = 13$ ) deemed it "somewhat important." Only 2.7% ( $n = 3$ ) considered it "not very important," and notably, no respondents (0%,  $n = 0$ ) selected "not at all important." This distribution strongly indicates a collective recognition of public speaking's critical role in educational and professional spheres, suggesting participants' acute awareness of its potential impact on academic performance and career prospects. The high valuation of these skills may reflect a proactive approach to personal and professional development among the respondents.

##### 3. (Confidence in Public Speaking): How confident do you feel when speaking English in public?

The analysis of self-reported confidence levels in English public speaking reveals a diverse distribution. The data indicate that 14.5% ( $n = 16$ ) feel "very confident" and 24.5% ( $n = 27$ ) are "somewhat confident." Conversely, 23.6% ( $n = 26$ ) report being "somewhat unconfident," and 5.5% ( $n = 6$ ) are "very unconfident." Notably, the largest single group, comprising 31.8% ( $n = 35$ ) of respondents, expressed a "neutral" stance. This distribution suggests a significant variability in perceived speaking abilities, with a nearly equal split between those expressing some degree of confidence (39%,  $n = 43$ ) and those indicating a lack of confidence (29.1%,  $n = 32$ ). The substantial neutral response and the prevalence of lower confidence levels underscore potential areas for targeted interventions to enhance public speaking skills and self-assurance among students.

##### 4. (Motivation to Improve Skills): What motivates you to improve your English public speaking skills? (Select all that apply)

The analysis of motivational factors driving the improvement of English public speaking skills reveals a multifaceted approach to personal and professional development. The data indicate that personal growth is the primary motivator, cited by 83.6% ( $n = 92$ ) of respondents, closely followed by social interactions at 75.5% ( $n = 83$ ) and career opportunities at 74.5% ( $n = 82$ ). Academic requirements also play a significant role, motivating 64.5% ( $n = 71$ ) of the participants. Notably, one respondent (0.9%) selected all options, indicating a comprehensive view of the skill's importance. This distribution suggests that participants recognize the broad applicability of public speaking skills across various life domains, with a particular emphasis on personal development and social and professional advancement. The high percentages across multiple categories underscore the perceived value of English public speaking as a versatile and essential competency in both academic and non-academic contexts.

##### 5. (Challenges Faced): What challenges do you face when speaking English in public? (Select all that apply)

The analysis of challenges faced by the participants when speaking English in public reveals a complex interplay of psychological, linguistic, and performance-related factors. Anxiety and nervousness emerge as the predominant obstacle, reported by 71.8% ( $n = 79$ ) of respondents. This is followed by equal concerns regarding fear of judgment and lack of vocabulary, both cited by 46.4% ( $n = 51$ ) of participants. Language proficiency issues were noted by 37.3% ( $n = 41$ ), while limited confidence affected 34.5% ( $n = 38$ ). Other significant challenges include lack of preparation and stage fright (both at 30.9%,  $n = 34$ ), difficulty maintaining eye contact (28.2%,  $n = 31$ ), audience engagement challenges (23.6%,  $n = 26$ ), and poor body language (21.8%,  $n = 24$ ). Additionally, 1.8% ( $n = 2$ ) of respondents indicated other challenges such as poor English level and English accent. This distribution underscores the multifaceted nature of public speaking difficulties, with a notable emphasis on psychological barriers, suggesting the need for comprehensive support strategies that address both emotional and technical aspects of public speaking.

##### 6. (Factors for Improvement): What do you believe is the most important factor in improving your confidence and fluency in English public speaking?

The analysis of perceived crucial factors for improving confidence and fluency in English public speaking reveals a strong emphasis on practical experience and emotional management. Consistent practice emerged as the primary

factor, identified by 33.6% (n = 37) of respondents, followed closely by gaining experience through speaking in front of others at 27.3% (n = 30). Reducing anxiety was recognized as significant by 19.1% (n = 21) of participants, while building vocabulary and grammar knowledge was prioritized by 15.5% (n = 17). Constructive feedback from others was considered most important by 3.6% (n = 4) of respondents. This distribution underscores the participants' recognition of the importance of active engagement and repeated exposure in developing public speaking skills, coupled with the need to address psychological barriers. The data suggest that effective improvement strategies should prioritize opportunities for regular practice and real-world speaking experiences, while also incorporating techniques for anxiety management.

#### 7. (Difficulties in Speaking): Which of the following do you find most difficult when speaking English in public?

The analysis of specific difficulties encountered in English public speaking reveals a diverse range of challenges, with certain aspects emerging as particularly problematic. Speaking fluently without hesitation was identified as the most significant difficulty by 23.6% (n = 26) of respondents, closely followed by speaking in front of a large group or audience at 22.7% (n = 25). Pronunciation and accent concerns were noted by 17.3% (n = 19), while grammar and sentence structure posed challenges for 10.9% (n = 12). Vocabulary and word choice were problematic for 10% (n = 11) of participants. Less frequently cited difficulties included handling unexpected questions or interruptions (6.4%, n = 7), structuring and organizing content (4.5%, n = 5), body language and non-verbal communication (1.8%, n = 2), and audience engagement techniques and time management during presentation (both at 0.9%, n = 1 each). This distribution highlights the multifaceted nature of public speaking challenges, with a notable emphasis on fluency and audience-related anxiety, suggesting the need for targeted interventions in these areas to enhance overall speaking effectiveness.

#### 8. (Participation in Clinic): Have you participated in any English public speaking training or activities?

The analysis of participation in the English public speaking clinic reveals a notable engagement with skill development opportunities. A majority of 57.3% (n = 63) reported having participated in some services provided by the public speaking clinic, while 42.7% (n = 47) indicated no such participation. This distribution suggests a significant proactive approach among the majority of participants towards enhancing their public speaking abilities through the clinic. However, the substantial proportion of non-participants represents a potential area for further engagement and outreach. The data indicate both a recognition of the value of formal training in developing public speaking skills among many respondents and an opportunity to encourage and facilitate participation among those who have not yet engaged in the clinic's services. This finding underscores the importance of an accessible and appealing clinic to support comprehensive skill development across the entire participant pool.

#### 9. (Importance of Clinic): How important do you think is having an English public speaking training program in the academic setting?



Figure 1. Importance of clinic

The survey results, visually summarized in the above pie chart, demonstrate a strong consensus regarding the importance of an English public speaking clinic within academic settings. An overwhelming majority of participants (81 students) indicated that such clinics are "very important," while (21 students) considered them "somewhat important." Only a small fraction felt the clinic was "not very important" (7 students) or "not at all important" (1 student). These findings, clearly illustrated in the chart, reinforce the perceived value of structured opportunities for developing public speaking skills. This suggests that educational institutions should prioritize the implementation of such clinics to enhance both academic performance and future professional success.



**10. (Expected Services from Clinic): What types of services or activities would you expect from an English public speaking training program? (Select all that apply)**

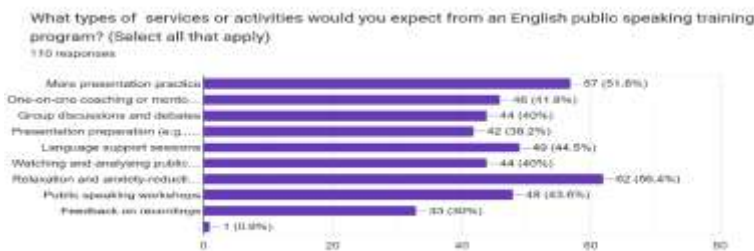


Figure 2. Expected services from clinic.

As the above bar chart clearly illustrates, the survey results reveal diverse expectations for an English public speaking clinic, with participants indicating preferences for a variety of services and activities. The most frequently selected options were relaxation and anxiety-reduction exercises (62 students) and increased presentation practice (57 students). Other popular choices, visually represented in the chart, included language support sessions (49 students), public speaking workshops (48 students), one-on-one coaching or mentoring (46 students), group discussions and debates (44 students), and analyzing public speaking examples (44 students). Presentation preparation assistance (42 students) and feedback on recordings (33 students) were also notable selections. This distribution, readily apparent in the chart, suggests a desire for a comprehensive clinic that addresses both practical skills development and psychological preparation.

**11. (Helpfulness of Clinic): How helpful do you find these trainings or activities for improving your English public speaking skills?**



Figure 3. Helpfulness of Clinic.

The survey results, presented visually in the above pie chart, demonstrate a strong positive perception of the effectiveness of the English public speaking clinic and its activities. A significant majority of respondents found these interventions beneficial, with (59 students) rating them as "extremely helpful" and (35 students) as "very helpful." A smaller proportion of participants found the clinic "moderately helpful" (11 students), while only a marginal number considered it "slightly helpful" (2 students) or "not helpful at all" (3 students). These findings, clearly shown in the chart, underscore the perceived value and impact of the clinic in enhancing public speaking skills, suggesting that current initiatives are effectively meeting the needs of most learners.

**12. (Comfort Factors): What helps you feel more comfortable when speaking English in public? (Select all that apply)**

The survey results reveal a range of factors that contribute to participants' comfort when speaking English in public. The most prominent factor was preparation and practice in advance, selected by 70% (n=77) of respondents. Other significant contributors included speaking in smaller groups (54.5%, n=60), receiving positive feedback (48.2%, n=53), and support from a mentor or coach (45.5%, n=50). Writing a script or notes beforehand (42.7%, n=47) and employing relaxation techniques (38.2%, n=42) were also notable preferences. Less frequently selected, but still relevant, were listening to role models (31.8%, n=35) and using visual aids (30%, n=33). These findings suggest that a multifaceted approach to enhancing public speaking comfort is preferred, with a strong emphasis on thorough preparation and supportive environments. This data underscores the importance of incorporating diverse strategies in public speaking training programs to address various comfort factors.

Overall, the questionnaire confirms that participants recognize the importance of English public speaking and the value of the public speaking clinic. Motivations for improvement include personal growth and career goals, while challenges include anxiety, confidence and vocabulary limitations. Participants value the clinic for offering practical practice and reduce anxiety. Continued support for the clinic is crucial to address student needs and enhance public speaking skills.

## 4.2 Interviews

This study examines students' motivations, experiences, and expectations regarding the English public speaking clinic. The analysis is based on interviews with 15 students, addressing three key questions:

1. Why did students consult the English public speaking clinic?
2. Did this clinic help improve their English public speaking skills? How?
3. What would students expect or want from this clinic?

### Motivations for Consulting the Clinic

Students consulted the English public speaking clinic for various reasons:

- 70% (10 students) sought to improve their public speaking skills.
- 60% (9 students) wanted to overcome anxiety when speaking in front of peers.
- 80% (12 students) valued the professional guidance and motivational impact of instructors.
- 73.3% (11 students) emphasized the importance of the supportive environment.
- 66.7% (10 students) recognized public speaking as an art form requiring ongoing effort.
- 53.3% (8 students) appreciated the community aspect of the clinic.

### Impact on English Public Speaking Skills

The clinic had a positive impact on students' English public speaking skills:

- 66.7% (10 students) reported significant improvement due to thorough preparation.
- 60% (9 students) noted that speaking in front of an audience helped identify their weaknesses.
- 53.3% (8 students) mentioned improvements in grammar and overall speaking skills.
- 40% (6 students) learned to choose topics more effectively.
- 46.7% (7 students) experienced decreased anxiety.
- 33.3% (5 students) became more active in discussions and leadership roles.

However, 13.3% (2 students) felt they needed more practice to see immediate results.

### Expectations from the Clinic

Students expressed various expectations from the clinic:

- 66.7% (10 students) aimed to improve their speaking abilities and gain confidence.
- 60% (9 students) wanted to build relationships and network within the club.
- 53.3% (8 students) sought to raise awareness of public speaking's importance.
- 46.7% (7 students) hoped for the club to expand and offer engaging events.
- 33.3% (5 students) desired more flexibility in topic selection and casual interactions.

The findings from these interviews highlight the various motivations, experiences, and expectations of students participating in the English public speaking clinic. These insights can be valuable for improving the clinic's offerings and ensuring it effectively meets the needs of its participants.

## 4.3 Observation

Observations of the public speaking clinic sessions revealed a supportive and interactive environment conducive to skill development. The presence of a second observer ensured reliability in capturing key dynamics. Participants demonstrated active engagement, which aligned with quantitative findings showing that 85.5% of questionnaire respondents regarded public speaking as "very important."

Throughout the sessions, students utilized peer feedback and collaborative exercises, reflecting the interview data where 70% aimed to enhance their speaking skills and 60% sought to alleviate performance anxiety. The emphasis on preparation, practice, and positive reinforcement was evident, corroborating that 66.7% of interviewees noted improvements in their proficiency and 53.6% found the clinic "extremely helpful."

These observations indicate that the public speaking clinic not only addresses students' developmental needs but also fosters an environment that values public speaking, thereby enhancing their confidence and competence.

## 4.4 Findings:

Based on the analysis of both quantitative and qualitative data, the research questions can be addressed as follows:

### Q1: Why is public speaking considered a vital skill for EFL university students?

EFL students overwhelmingly recognize the importance of public speaking, evidenced by questionnaire data (85.5% rated it "very important" for academic/career goals). This aligns with interview data, where students emphasized its role in academic success, professional advancement, and personal growth, further supported by the observation, which notes that participants "consistently recognized the salience of English public speaking." The clinic's motivational impact on personal growth, social interactions, and career opportunities solidifies public speaking as a crucial skill.

**Q2: How can a public speaking clinic specifically address the challenges faced by these students in developing effective public speaking skills?**

The public speaking clinic addresses key challenges: anxiety (71.8% in questionnaire, 60% in interviews) is targeted with anxiety-reduction techniques and supportive practice. Linguistic support is provided to address vocabulary gaps (46.4% in questionnaire) and improve grammar/fluency (53.3% of interviewees). This supports the observation that "a structured public speaking clinic caters to students' expressed needs for skill development." The clinic's ability to reduce anxiety and directly improve speaking skills makes it a beneficial solution.

**Q3: 'What key components should a public speaking clinic include to effectively support EFL university students in improving their public speaking abilities and confidence?'**

Essential components include practice opportunities (51.8% in questionnaire), anxiety management strategies (56.4% in questionnaire), and language support. The observation highlights the importance of a "supportive environment." Interviewees valued community and constructive feedback, reflecting the questionnaire findings that preparation, positive feedback, and support are vital comfort factors. The clinic should foster skill acquisition and well-being, bolstering students' competence and confidence.

## 5. CONCLUSION AND RECOMMENDATIONS:

This study investigated the experiences and perceptions of EFL female university students regarding English public speaking, highlighting the role of a dedicated public speaking clinic in addressing their challenges. Findings from a mixed-methods approach confirm the perceived importance of public speaking for academic and career advancement. Key challenges identified include anxiety and confidence deficits. The public speaking clinic demonstrates potential as a valuable resource, providing structured practice and targeted support. To optimize the clinic's impact and bridge the gap between fluency and confidence, the following recommendations are proposed:

1. **Diversified Training:** Integrate evidence-based anxiety management (e.g., cognitive restructuring, mindfulness) and targeted language support to address key student challenges.
2. **Enhanced Practice:** Expand opportunities for authentic practice through simulated scenarios and collaborations.
3. **Community-Based Learning:** Foster a supportive environment through peer feedback, group discussions, and mentorship.
4. **Strategic Technology Integration:** Explore the use of virtual reality (VR) and online platforms to enhance engagement, providing a safe space for practice and personalized feedback.
5. **Ensured Continuous Improvement:** Implement regular assessments to adapt the clinic to evolving student needs.

By adopting these recommendations, educational institutions can strengthen public speaking clinics, better equipping EFL female university students with the essential skills and confidence for academic and professional success. Further research is needed to assess the long-term impacts of these interventions and to identify best practices for supporting the development of public speaking abilities among EFL students.

## REFERENCES:

1. Abdullah, A. T. H., Netra, I. M., & Hassan, I. (2024). Difficulties Faced by Undergraduate Students in English Public Speaking at a Malaysian University. *Arab World English Journal*, 15(1), 269-282. <https://dx.doi.org/10.24093/awej/vol15no1.17>[4]
2. Aqeel, Z. A., & Chung, K. C. (2024). Strategies to Improve Public Speaking Skills. *Plastic and Reconstructive Surgery*, 153(2), 273–276. <https://doi.org/10.1097/prs.00000000000011033>
3. Cahyandari, R., Vimelia, W., & Salih, Y. (2024). Strategies for Anticipating Speech Production Errors in the Public Speaking Context: Psycholinguistic Analysis and Improving Public Speaking Ability <https://doi.org/10.46336/ijlcb.v2i1.92>
4. Hamid, S. F., & Pratama, A. B. (2023). Training and Coaching Clinic Public Speaking for Improving Teenagers' Communication Skill in the Society Era 5.0. *Indonesian Journal of Community Services*, 5(1), 75-86. <https://doi.org/10.30659/ijocs.5.1.75-86>
5. Herachwati, N., Isnaini, S., & Agustina, T. S. (2023). Enhancing Communication Skills for Studentpreneurs: A Training Program on Public Speaking. *Indonesian Journal of Law and Economics Review*, 18(3). <https://doi.org/10.21070/ijler.v18i3.933>
6. Indrapuri, R.S., Annisa, A., Yoshandi, T., & Sufanda, Z. (2023). Training to Improve the Ability of Students Trought Public Speaking in the 4.0 Era. *Awal Bros Journal of Community Development*. <https://doi.org/10.54973/abjcd.v4i1.329>
7. McCarty, A. (2025). Public Speaking Lab. University of Florida. Retrieved from



- 
- <https://dialcenter.clas.ufl.edu/programs/public-speaking-lab-2/>
8. Ningrum, N. K., & Listyani, L. (2022). Academic Speaking Students' Efforts in Minimizing Their Lack of Self-Confidence. *Prominent*, 5(2), 141-167. <https://doi.org/10.24176/pro.v5i2.7874>
  9. Shi, C., Kassim, A., & Mohd Radzuan, N. R. (2024). Improving EFL Learners' English Public Speaking Performance through Project-based Learning Strategy at Tertiary Level. *Language Teaching Research Quarterly*, 42, 126–144. <https://doi.org/10.32038/ltrq.2024.42.08>